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ABSTRACT

This is a continuation study of the use of the achieving styles framework as an instigator for self-reflection among education students. The purpose of the research was to find whether the personal results of taking an achieving styles inventory could provide a means of promoting self-reflection (in this case, for undergraduate teacher education students engaged in experiential learning). The study sample was 19 students, 18 female and 1 male, participating in an undergraduate reading methods class which stressed field experience in an urban preservice program. The Achieving Styles Inventory (Lipman-Blumen & Leavitt, 1985) was completed in class during the Spring 1997 semester. Results were tabulated and returned by the instrument's designer. Quantitative results are reported and analyzed. Qualitative data collection and analysis subsequent to the previous presentation appear in this paper. Five of the six students for whom qualitative data were collected tied their results to their prospective teaching careers. The analysis of these responses indicate that the Achieving Styles Inventory instigated self-reflective behavior on the part of these students. Further research will include collection of additional data from students who did not respond to the followup questionnaire. (Contains 19 references.) (Author/SM)

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Achieving styles as a framework for reflection: A continuation of work in progress

Presented at the annual meeting of the New England Educational Research Organization,
Portland Maine, May 1998
Recipient: 1998 NEERO Best Paper Award

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Achieving Styles As a Framework for Reflection
A Continuation of Research in Progress
Abstract

This is a continuation study of the use of the achieving styles framework as an instigator for self-reflection among education students. The purpose of this research is to find whether the personal results of taking an achieving styles inventory can provide a means to promote self-reflection, in this case, for undergraduate teacher education students engaged in experiential learning. The study sample was nineteen students, eighteen female and one male participating in an undergraduate reading methods class which stressed field experience in an urban preservice program. The Achieving Styles Inventory (Lipman-Blumen & Leavitt, 1985), was completed in class during the Spring 1997 semester. Results were tabulated and returned by the instrument's designer. Quantitative results are reported and analyzed. Qualitative data collection and analysis subsequent to the previous presentation appear in this paper. Five of the six students for which qualitative data was collected tied their results to their prospective teaching careers. The analysis of these responses indicate that the Achieving Styles Inventory instigated self-reflective behavior on the part of these students. Further research will include collection of additional data from students who did not respond to the follow-up questionnaire, and design of additional research to more closely link teaching effectiveness to achieving styles.

Achieving Styles As a Framework for Reflection

Introduction

This is a continuation study of the use of the achieving styles framework as an instigator for self-reflection among education students. The initial paper describing the study discussed the connection between achieving styles and reflective practice in teaching. This paper continues an exploration of the ways that a conceptual framework of human behavior, achieving styles, can be used to foster self-reflective practice by teachers, greatly needed for educational reform. Fullan's (1993) concept of "change agentry" is part of the moral purpose for teaching. Fullan calls for teachers to develop "core capabilities" of personal vision, inquiry, mastery and collaboration (p.12) and expressed goals for teacher preparation, including, "Being active learners who continuously seek, assess, apply and communicate knowledge as reflective practitioners throughout their careers." (p.115) Fullan's orientation toward reflection clearly addresses the need for self examination of personal attributes to achieve "personal vision." Although Gipe and Richards' (1992) categorization of orientations preceded Fullan's (1993) work on developing educational reform, it is clear that Fullan's orientation toward reflection is one that Gipe and Richards would characterize as "inquiry oriented," encouraging reflection for the purpose of educational reform.

The ability to engage in reflection has long been considered a very desirable attribute for a practicing professional (Schön, 1983, 1987). Interpretations of "reflective teaching" and orientations of educators to the importance of encouraging reflection in and on practice exist, but the concept of teacher reflection is generally viewed as a practice to be fostered (Gipe & Richards, 1992; Sibbett, 1996). Teacher educators endorse reflective teaching, linking the goal

of improving teaching practice by thinking about one's own teaching behaviors. Wear and Harris (1994) view reflectivity as the process of learning from experience, which moves the activity of reflection close to that of Kolb (1984), who posits a process cycle of experiential learning. Reflectivity, according to Wear and Harris also includes self-monitoring, decision making and post-action analysis of teaching decisions. Most teacher education programs provide many opportunities for insightful reflection through learning experiences designed to stimulate reflection (Cruikshank, 1996). Whether the emphasis is on reflective abilities learned through instructional methods or by encouraging reflection as a habitual response to problems, reflective behavior is favorably regarded.

Pedagogical methods of encouraging reflection in teacher education programs are numerous, including class exercises designed to encourage reflection, the use of instruments, such as the Learning Styles Inventory (Kolb, 1976) to promote self-evaluation, case studies, simulations and field placements which offer opportunities and environments for reflection. Diaries and journals are often employed to encourage reflection and document the instances, as was done by Gipe and Richards (1992).

Collaborative work with colleagues and leadership qualities are in great demand where new educational innovations are being implemented. Lipman-Blumen's (1996) concept of. connective leadership ties leadership to the framework of achieving styles. As teachers become more responsible for leading their schools, they need to exhibit the leadership qualities needed in an interdependent yet diverse world.

Achieving Styles

This study describes the application of a theoretical framework, achieving styles,

(Lipman-Blumen, 1996, 1991; Lipman-Blumen, Handley-Isaksen & Leavitt, 1983; Lipman-Blumen & Leavitt, 1976) as an additional method of encouraging reflection in pre-service teacher education students. Achieving styles are the preferred strategies a person uses to accomplish tasks. Preferences for particular achieving styles are developed in early life, modified and honed through adulthood. Like other person-environment models (Walsh, 1973), achieving styles theory presupposes that individuals prefer certain styles with which they have previously been successful, and may combine those styles or adapt new styles to achieve goals in new situations.

The achieving styles model identifies nine different achieving styles separated into three domains, direct, instrumental, and relational. (Figure 1). Each domain is distinguished by a characteristically preferential means of achieving goals. The Direct Achiever prefers Intrinsic Direct, Competitive Direct, and Power Direct styles, and primarily executes or controls tasks. The Instrumental Achiever prefers the Personal Instrumental, Social Instrumental, and Entrusting Instrumental styles, and maximizes social interactions in the effort to achieve goals. The Relational achiever prefers the Collaborative Relational, Contributory Relational and Vicarious Relational styles, and contributes to the achievement of others.

Purpose of the study

The current investigation requires applying the achieving styles model to teaching as an analytical tool for self-examination of practice. Teaching can be viewed as composed of the combination or serial use of achieving styles, evident in the behavior of the teacher in the classroom and with colleagues. Direct achieving styles, including the competitive and power styles, are congruent with the role of a teacher as sole arbiter and presenter of curriculum. For

learner-centered instruction, where the teacher is more facilitator than lecturer, achieving styles preferences for instrumental and relational approaches in the classroom would be encouraged. Teacher education students who have been educated in classrooms where teachers relied primarily on direct achieving styles may have difficulty adopting the facilitating styles of pedagogy and student-centered collaborative learning techniques now recommended by current educational research. Teacher education programs can respond to this need with adjustments specifically to provide support and comfort with instrumental and relational teaching methods. Course content, sequence, and learning activities could be created or revised to provide support for students who prefer direct styles to adopt more instrumental and relational roles of classroom teacher and leader in a collaborative school.

The search for effective means to engage students in self-reflective activity is one aspect of this researcher's investigation of a model of behavior based on the achieving styles framework. The initial study of the use of the achieving styles framework was a descriptive study of graduate education students (Sosin, 1996). That study's results described a population which differed significantly from the norming population for many achieving styles preferences. The initial study clearly showed that graduate teacher education students, even those leaving business careers for careers in teaching, were unlike the primarily business management population on which the Achieving Styles Inventory was normed in preferences for specific achieving styles. For the graduate education students there were differences by gender especially in the Competitive Direct style. The males were significantly lower than the norm only for the Power Direct style, but the females were significantly lower than the norm for the Competitive Direct, Power Direct, Personal Instrumental, Social Instrumental and

Collaborative Relational styles. Although the study did investigate the meaningfulness of the achieving styles framework to the students, and found that the framework was considered useful and apt to the students, the purpose of the study was primarily descriptive and did not link the use of the framework to any particular outcomes.

The current study represents an attempt to further investigate the usefulness of the achieving styles framework to teacher development and address the possible outcomes of employing achieving styles within teacher education. This study's primary question is whether self-knowledge through use of the achieving styles framework and personal profile can be used as a vehicle to enable students to engage in personal reflection, addressing need to develop the personal vision Fullan (1993) states is required for excellence in teaching practice. Do undergraduate education students find the achieving styles framework relevant? Further, do these students feel their personal achieving styles profile accurately represents the way they go about achieving their goals? Can these students connect their achieving styles with their prospective teaching practice? These are questions for the students to address in this study. The question of how achieving styles information can be used in teacher education to best develop preservice teachers frames the study's purpose.

Subjects

The subjects who participated in this study were nineteen students, eighteen female and one male, in an undergraduate methods of teaching reading course at an urban comprehensive university. Three of the female students were over thirty years of age; the rest were traditional aged students, ranging from twenty to twenty four years old. Each of the students had achieved at least junior standing, having completed university core courses, and the foundations of

education and early childhood development prerequisites.

Instrumentation

The instrument which measures the extent of a person's preference for each style is the Achieving Styles Inventory (ASI), (Lipman-Blumen & Leavitt, 1985), a forty-five item self-report questionnaire and an attached demographic form. The ASI uses a seven point scale ranging from never to always in response to statements of achieving preferences. Each specific style is measured by five items; a preferred achieving style score is calculated by averaging the five items for that style. Therefore, mean scores of one (least preferred) to seven (most preferred) are derived. These scores create a profile that is reported in graphical format. Validity and reliability data support the instrument (Lipman-Blumen, 1991). Norms for the ASI were found to accurately represent the characteristic preferences of the population likely to use the instrument, mostly drawn from business management (DeRyke, 1988). Occupational norm data for teachers does not presently exist for this measure and ties to teaching effectiveness are not yet established. The ASI is most used in business by management development and human resource professionals as a leadership development tool.

Procedure

The students were engaged in an experiential reading methods course, when the students completed the Achieving Styles Inventory during a class session, in which the achieving styles framework was presented. The completed Achieving Styles Inventory forms were sent to the Achieving Styles Institute for processing. Results of the Achieving Styles Inventory were individually distributed to the students. Accompanying the results was a questionnaire. The following questions were asked of the students: Do you think your

achieving styles profile describes the way you go about achieving your goals? Does your achieving styles profile help you know yourself better? What connections can you make between your achieving styles preferences and teaching, or with what you do in your teacher education classes? What will you do with the knowledge you now have about your achieving styles preferences?

Quantitative Results

Quantitative results presented in the previous report of this research in progress are repeated here. A table of the results of the Achieving Styles Inventory, listing each subject's preferences is presented in Table 1. A graphical profile of the composite of achieving styles preferences of the subject group is presented in Figure 2. The graphical profile of the composite preferences of females is presented in Figure 3, and the individual profile of the single male student (Student 18) is presented in Figure 4. Additionally, the composite profile of the graduate students in this researcher's previous study (Sosin, 1997), is presented in Figure 5.

Heeding the advice received from Jean Lipman-Blumen (personal communication, March 13, 1997), the single male in the sample was deleted from the analysis. This allowed comparisons of the remaining data to the female norms, and to the female sample of education graduate students (Sosin, 1996). One sample t-tests compared the undergraduate female student data to the female norm data, and to the graduate female student data. When the three students over age thirty were excluded from the sample, there was also very little change in the data. No significant differences were found by these comparisons of the means for each of the nine dependent variables. This suggests that the sample of undergraduate females is not very

different from the female graduate education students, or from the overall female norms.

Qualitative Results

When the reports of their individual results were distributed to them, the students were also given a handout sheet which asked the student to respond to four questions about their personal interpretation and uses for the profile. The handouts were not collected, since the students were asked to take the material and spend reflective time. Six of the nineteen students in the sample turned in the handout sheet at a later date. At this date, additional attempts to solicit responses from the students who did not turn in the sheet have not been made. Each of the six responses illustrate students' approaches to personal information. The following discussion illustrates some of these approaches.

Student 10 is a Chinese-American female age 21 (Figure 6). The scores for this student were: Personal 6.2, Contributory 5.8, Vicarious 5.8, Intrinsic 5.6, Power 5.2, Collaborative 5.2, Competitive 5.0, Entrusting 5.0, Social 4.4, Mean 5.36. This student interprets her profile as partially representative of her behavior. "In some ways, the profile fits into my ways of achieving my goals but not in some other ways." She interprets her high Intrinsic and Vicarious scores as accurate, and explained a lower Social score by equating leadership with public speaking. "I do tend to rely on myself and my previous achievements. However, I do not enjoy public speaking and dramatic gestures. I do want to act as a leader sometimes, and I take pride in someone else's achievements which I identified with." This student placed value on the profile as a means for self-improvement. "Partially, the profile help (sic) me to know myself better because it states the pros and cons of my achieving styles. In addition, it tells me what I lack and needed to improve on." She made connections to teaching by acknowledging

her dominant Relational styles, and her expectations for change required by the profession. "I do tend to wait for others to take the first step and then I will follow. However, I know that when I am in the field of teaching, I will change my perspective." She has limited uses for the insights from the profile, misinterpreting the profile as prescriptive. "I will just keep it in mind but I would not force myself into fitting any of the criteria which the profile described."

Student 8 is a Caribbean-American female, age 35 (Figure 7). Her scores, Intrinsic 5.8, Competitive 3.0, Power 3.4, Personal 1.4, Social 1.8, Entrusting 3.4, Collaborative 4.4, Contributory 4.6, and Vicarious 3.8, Mean 3.51, show a profile where the Relational and Intrinsic styles are emphasized, and the Instrumental styles are very weak, almost unused. This student was in a health related occupation, and is now in the process of changing careers. Her responses to the questions reflect the high value she places on her intrinsic style, her faith, and the strength she has had to muster to live separated from her family. She is focused on succeeding and securing a good job, and acknowledges the accuracy of the profile by acknowledging her very low personal instrumental score. "Yes, I am a highly intrinsically motivated person. As a single individual, my family living abroad, I have to establish within (myself) the motivation and standard of excellence. There is no one to do it for me. I have to be my own source of strength outside of God. I have to take control of myself and task(s) that give me a sense of intellectual and creative freedom. It is not an easy task, it is a real challenge regardless of the external rewards. Yes, I do a task well and the reward is enough. My strength and motivation is good example for my sisters and brothers who live abroad. I at times push myself to an unrealistic dream of standards of perfection but my incentive is a good job. My least (lowest profile score) is personal, which is true." She felt the profile was useful for self-

knowledge, "Yes, this Achieving Style Profile help(s) me to take a closer look at myself and how I do things. Assessing myself I am able to confirm the Achieving Style results." Her connections between achieving styles and teaching are straightforward as she lists the styles with some school applications. "The connection, motivating students to recognize their inner capabilities and source of strength. Helping students to be collaborative in a classroom, deriving a sense of accomplishment and leadership roles. Help students to be competitive by striving to do their best in the class. Also social - friendship, entrusting and personal." She demonstrates an awareness of her high intrinsic preference and the generative nature of teaching in her response to intended uses for the self-knowledge. "The knowledge I have received about achieving preference styles, I will use it to control my pattern of way of doing things. For example, if being intrinsically can cause me to push myself to unrealistic levels, I have to be careful because the effects could be an unnecessary standard of perfection. I can also in my lifetime apply the same preference styles to other people, by helping to educate."

Student 13 is a 38 year old African-American woman, who is completing the undergraduate program while working as a school secretary (Figure 8). Her scores were Intrinsic 5.8, Competitive 3.2, Power 4.2, Personal 3.8, Social 2.4, Entrusting 3.8, Collaborative 5.8, Contributory 6.2, Vicarious 5.0, Mean 4.47. Her profile is irregular, with high Relational scores and much lower Instrumental scores. She answered the first question by validating the results, "I was surprised at the accuracy of the survey. As I read the categories that I received the highest score in first, I felt that they were describing exactly what/who I am." However, she did not find the profile to be helpful with self-knowledge, professing to already know the information it gave her. "Not really, the majority of the information I know

already. I am pretty sure about what I like, believe and the methods I use to achieve my goals. However, it would have been interesting to have someone else who knew me to critique these styles." Her connections between the profile, teaching, and the study of education, concentrate on working with colleagues and fellow students to meet children's needs. "As a teacher all these styles will probably be necessary to be successful, especially contributory and collaborative. These will be essential and vital upon working with my colleagues and my immediate supervisors! Most of these styles will/are needed in education classes as we work on projects, help each other and dedicate ourselves to making a difference in children's lives." Her plans for use of the profile were specific. "At a later date I plan to let someone who knows me very well read this and see if they think it is true, and why. Personally, I will reread it and hopefully internalize it and keep it in mind as I enter my senior year of college, then on to a new job as a teacher."

Student 19 is a 20 year old female of European American descent (Figure 9). She is active in the education student's organization. Her scores were Intrinsic 2.4, Competitive 2.4, Power 5.0, Personal 3.0, Social 5.4, Entrusting 4.8, Collaborative 2.6, Contributory 4.6, Vicarious 5.0, Mean 3.91. Her profile was skewed toward the Instrumental and Relational, with a dip in the Collaborative style. Her interpretation of her profile resulted in the following response, "Yes - People have always told me that I am a leader, not a follower. I also try to be very social and choose friends who I can always rely on." In her response to the question of whether the Achieving Styles profile helped her to know herself better, she wrote, "Partially - I feel that I already know this (these) things about myself. However, I was surprised that I scored so low on "competitive." (I felt I was a competitive person by nature.)" Her comments

about the connections between achieving styles and teaching were consonant with her higher social instrumental score. "According to this, I rely on others with knowledge as my database. As a teacher, therefore, I think I would be more apt to turn to experienced colleagues for help, guidance and suggestions - a real learning experience." Her response to what she will do with the knowledge about her achieving styles preference was, "Sometimes I feel I should be less of a leader (power) so that I can learn what it's like to be part of a team. Teamwork is an important part of education today and I want to be the best teacher possible."

Student 7 is a 20 year old female of European American descent (Figure 10). Her scores were, Intrinsic 5.2, Competitive 5.0, Power 5.6, Personal 5.8, Social 2.4, Entrusting 4.0, Collaborative 1.4, Contributory 3.4, Vicarious 4.0, Mean 4.09. She wrote, "The Achieving Styles Profile describes the way I go about achieving in very accurate detail. I definitely use the qualities described in my preferred achievement style to the best of my ability. Although I feel that no survey can completely represent you, this is a very close representation." To the question of whether the Achieving Styles profile helped her know herself better, she responded, "Yes, this profile helps me to identify the ways I go about achieving my goals. It also helps me to try to incorporate other methods that will strengthen my style." She connected teaching to her pronounced preference for the Personal Instrumental Style by writing, "I realize that I use myself, and my personal experiences, to explain or understand theory. I also use them as an example of a learning situation. I find that using personal experience helps to better explain certain processes." She expressed a desire to increase her preference for collaborative work, using the data for self improvement. "I will definitely try to be more of a team player, without having to be the leader. I now realize that

being part of a group is just as important as leading the group. Also, I may listen to other people's thoughts and use them as learning samples."

Student 4 is a 20 year old female Hispanic (Figure 11). Her scores were Intrinsic 3.4, Competitive 3.2, Power 4.8, Personal 4.4, Social 3.2, Entrusting 2.8, Collaborative 3.4, Contributory 2.6, Vicarious 4.6, Mean 3.60. This student is an intense, dualistic learner (Perry, 1970), with a rigid sense of right and wrong, who demonstrated more than once that she regarded the professor as an authority to the exclusion of peer knowledge. She responded to the question of accuracy by endorsing a personal style. "Not really, maybe it's an approximate but so many factors come into play in achieving your personal goals. I prefer personal if I had to choose and it is up there." She was the only student of the six who responded in writing who was negative about the profile's accuracy and usefulness in self-knowledge. "No, for one I feel I am very competitive and my profile does not show that." In fact, her score for competitive was only 1.4 less than her highest score (Vicarious). She saw no connection between her achieving styles preferences and teaching. Her intended use for this self report knowledge was to become aware of her achieving styles and compare them to her behavior. "In situations I will try to compare my achieving styles with what I do and see if there is a comparison."

These six students each read their achieving styles profiles and found different meanings within. Only one student (Student 4) was resistant to the profile and rejected the results as not being representative of herself. The indications of validity from these responses are strong. The Achieving Styles Inventory made these students aware that a survey could accurately reflect their behavioral preferences.

Discussion

The current and previous studies using the achieving styles framework have indicated that achieving styles can be employed usefully in teacher education. First, in the teacher education curriculum, the conceptual model of the achieving styles framework can be an indicator of the types of behaviors used to accomplish goals, much in the way that learning styles theory is employed to demonstrate the diversity of learning behaviors. Second, the student's individual achieving styles profile provides a display of preferences which can be used to stimulate self-reflection. Third, achieving styles profiles can serve education faculty in advising students about expanding their range of behavior choices through field experiences.

Threats to validity of this study include the fact that these students were not randomly chosen, and were aware of the importance of the study. Although participation in the study was totally voluntary, and students were assured that there were no negative consequences for non-participation or discontinued participation, these students may have believed otherwise. This could account for the positive spin characterizing five of the six responses. However, this was a very small sample, and more thorough investigation is intended by this writer.

Nonetheless, this investigator finds the results of this study worthy of continued interest. Although it is still difficult to link reflective practice to effective teaching, this instrument has stimulated reflection on the part of most of these students, who have expressed intentions to attend to their preferences in their future practice. In this sense the instrument has successfully instigated reflection. Continuation of the current study will follow up with students who did not respond to the questions. Their responses to the achieving styles inventory will supply additional perspectives from which to assess the impact of this

framework for fostering reflection in preservice education students.

Further study will include design for research to more closely link teaching effectiveness to achieving styles. Since the Achieving Styles norm population did not include teachers, no occupational norms are available to assess this sample. Establishing an occupational norm for teachers will provide an indication of the preferences for this group, and allow testing for significant differences of samples. Additionally, finding out whether effective teachers display dominant patterns of achieving styles preferences will offer information about which style preferences best suit classroom and school environments. A study of named effective teachers (e.g. Teacher of the Year by State) would serve to set benchmarks, if there are patterns to be found. These studies are intended to be part of an ongoing research strand which will contribute new knowledge for teacher educators. Achieving styles for teacher development provides alternative and additional views of teacher actions, useful to teacher educators, especially when linked with emphasis on reflective practice. This investigator believes that the current study's results indicate that further study of achieving styles in teacher education is warranted.

Figure 1

L-BL Achieving Styles Model

Note. From Individual and Organizational Achieving Styles: A Conceptual Handbook for Researchers and Human Resource Profesionals by J. Lipman-Blumen, 1987, Pasadena, CA: Achieving Styles Institute. Reprinted by permission.

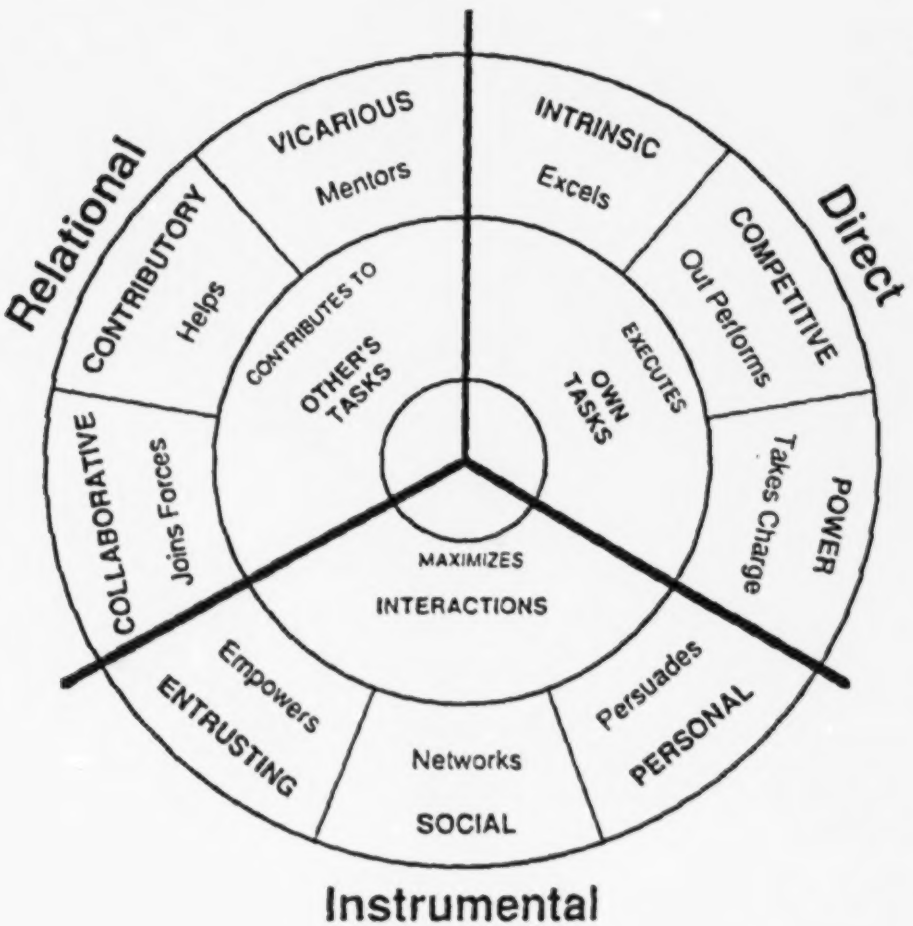
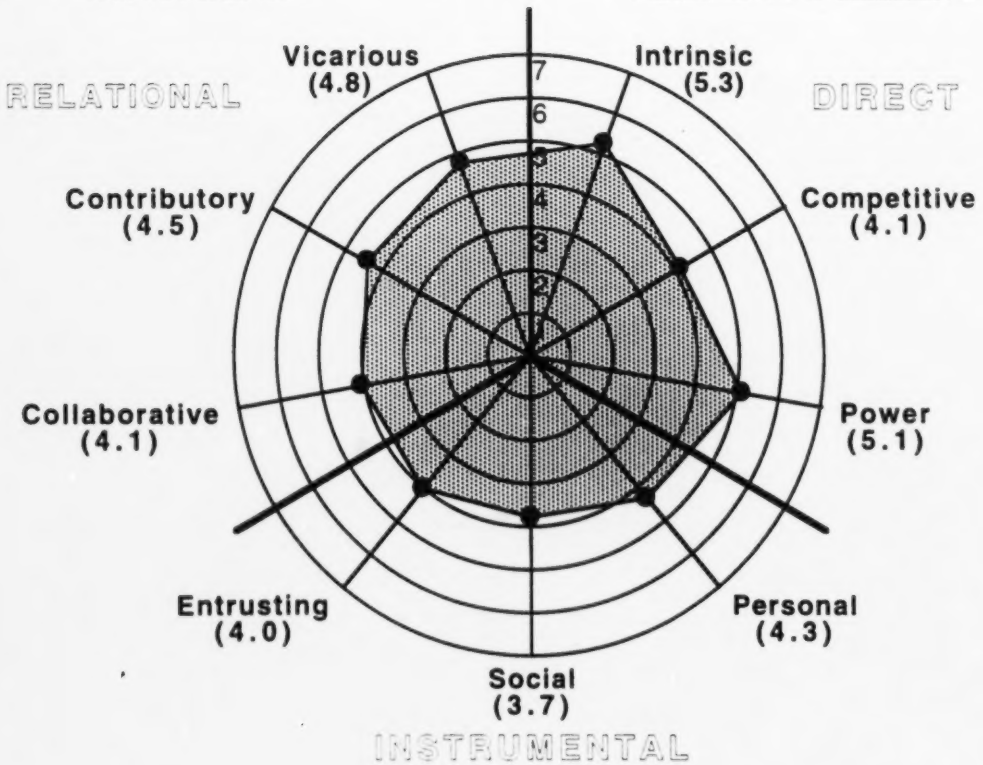


Figure 2



L-BL Achieving Styles Model

Intrinsic	5.3	Contributory	4.5	Collaborative	4.1
Power	5.1	Personal	4.3	Entrusting	4.0
Vicarious	4.8	Competitive	4.1	Social	3.7

Cumulative Mean 4.44

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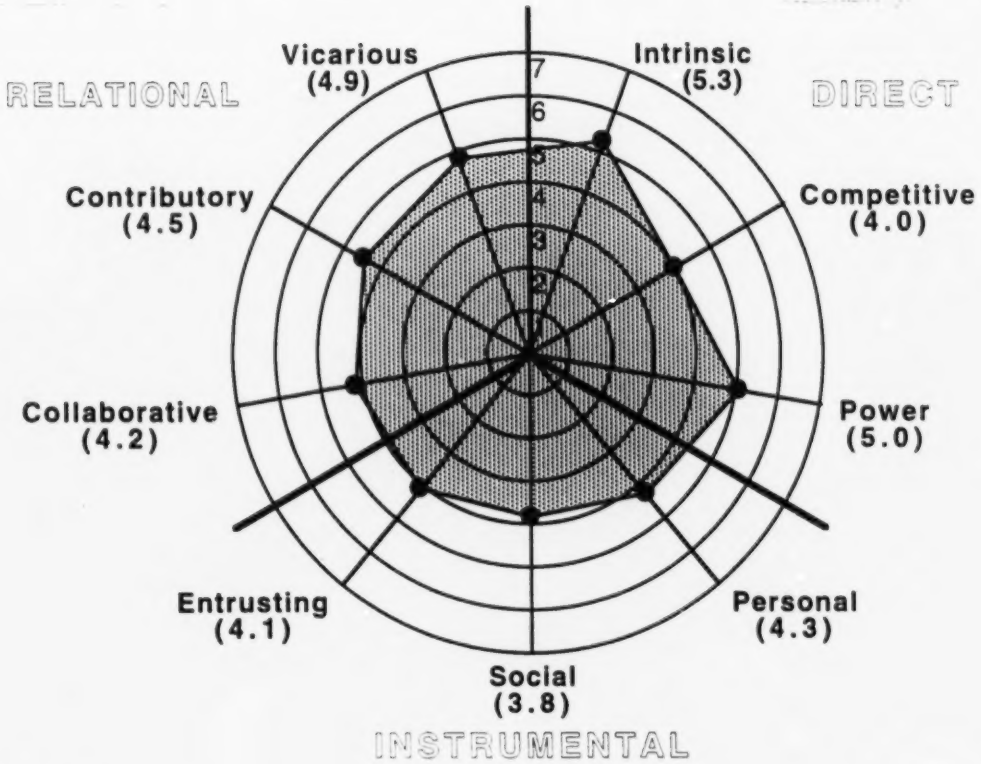
Group 285: Group Composite

Figure 3



L-BL Achieving Styles Model

Intrinsic	5.3	Contributory	4.5	Entrusting	4.1
Power	5.0	Personal	4.3	Competitive	4.0
Vicarious	4.9	Collaborative	4.2	Social	3.8

Cumulative Mean 4.45

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Group 285: Female Composite

Figure 4
Student 18

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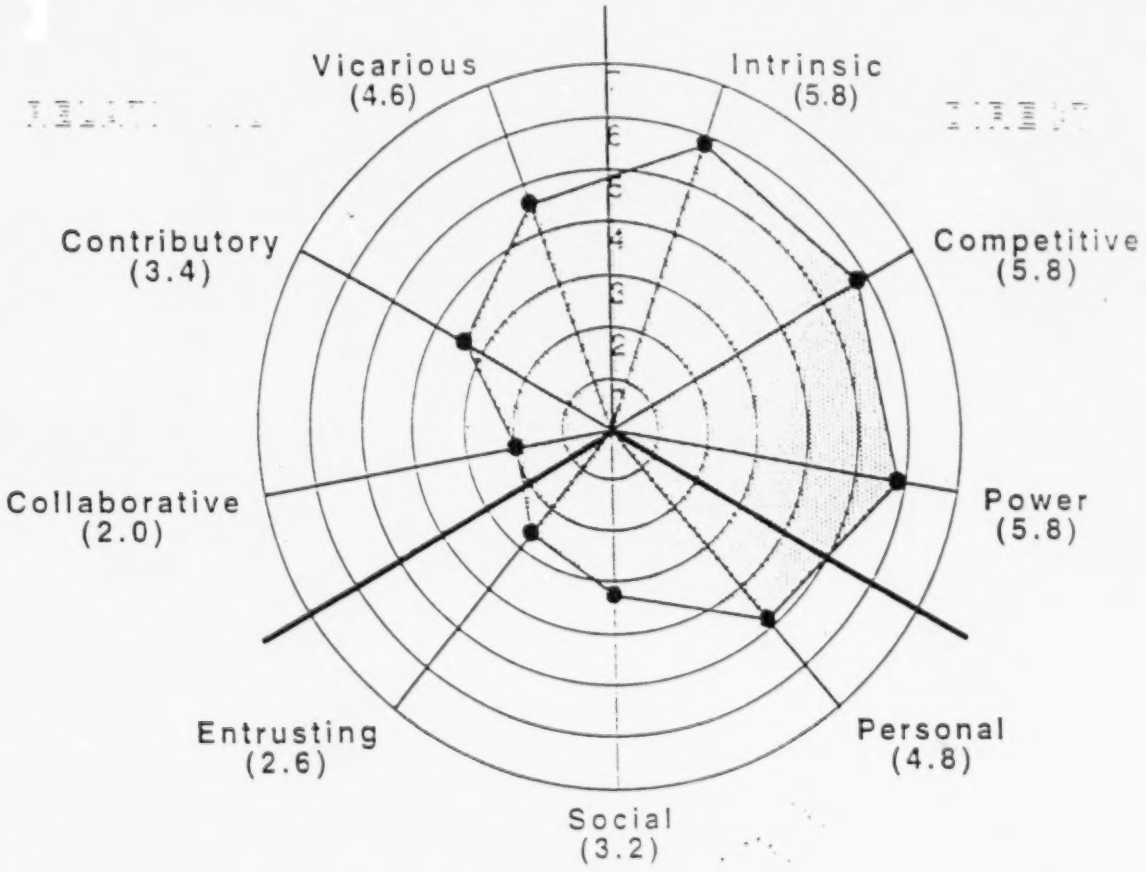

L-BL Achieving Styles Model

Intrinsic	5.8	Personal	4.8	Social	3.2
Competitive	5.8	Vicarious	4.6	Entrusting	2.6
Power	5.8	Contributory	3.4	Collaborative	2.0

Cumulative Mean 4.22

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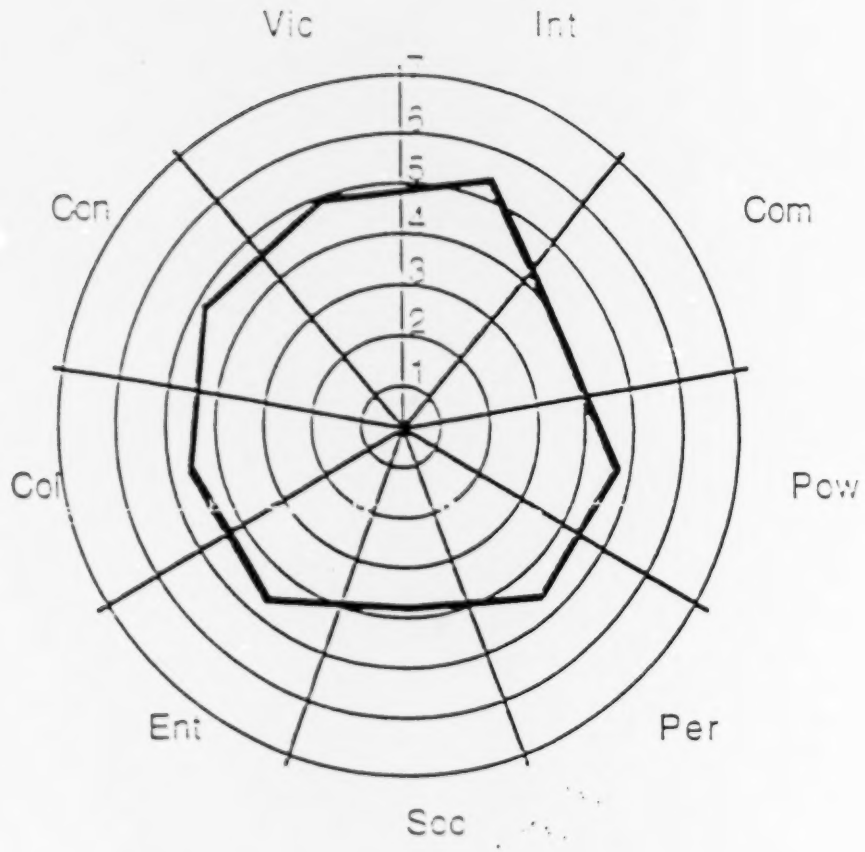
Figure 5

Group Composite - Graduate Students



L-BL Achieving Styles Model

Int - 5.22 Pow -4.46 Per - 4.27
Vic - 4.80 Col - 4.43 Com -3.75
Con - 4.74 Ent - 4.39 Soc - 3.57
Cumulative Mean 4.40

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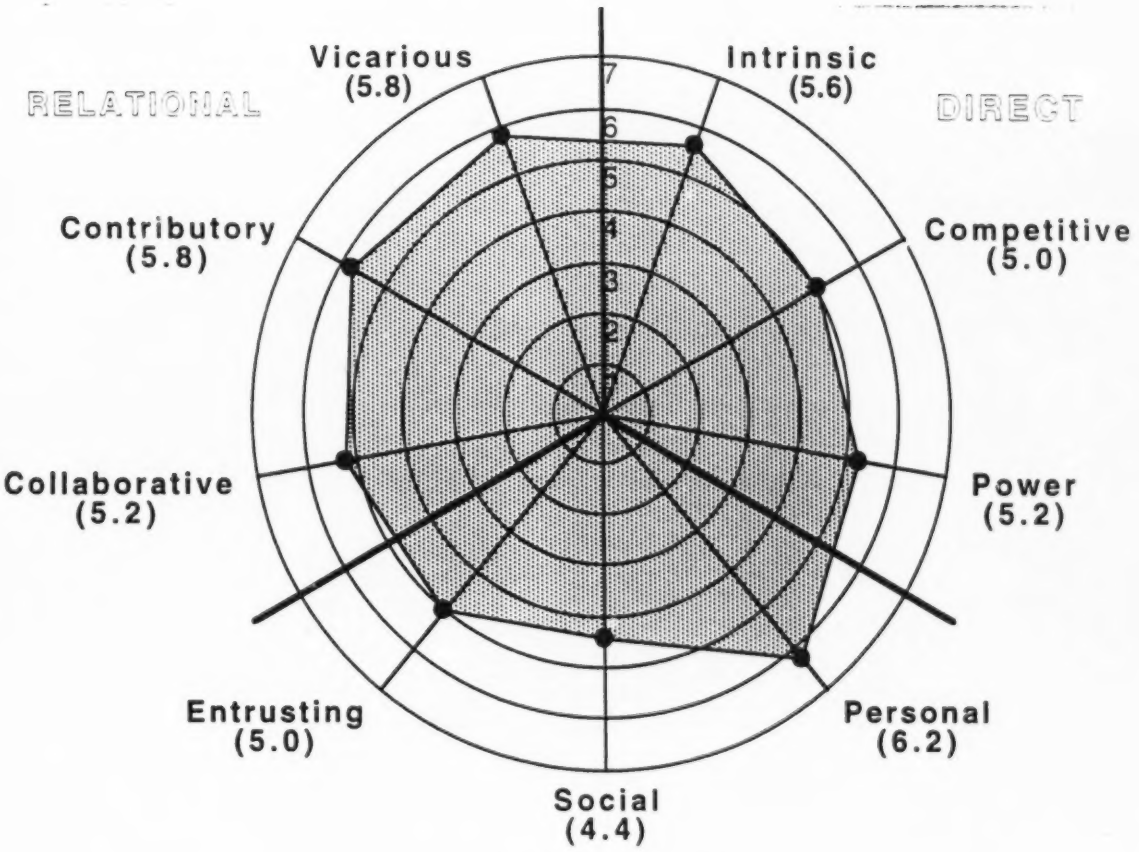
Figure 6



L-BL Achieving Styles Model

Personal	6.2	Intrinsic	5.6	Competitive	5.0
Contributory	5.8	Power	5.2	Entrusting	5.0
Vicarious	5.8	Collaborative	5.2	Social	4.4

Cumulative Mean 5.36

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Subject: 285/10

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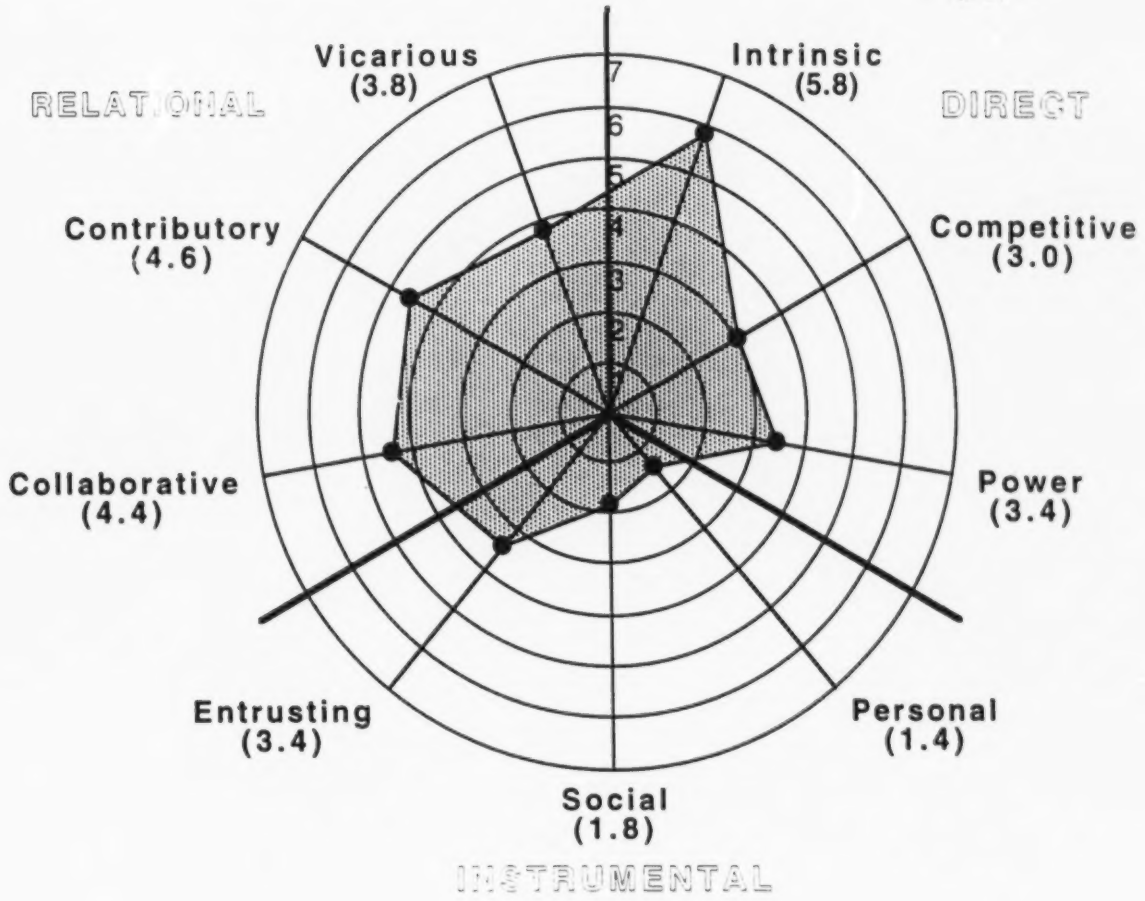
Figure 7



L-BL Achieving Styles Model

Intrinsic	5.8	Vicarious	3.8	Competitive	3.0
Contributory	4.6	Power	3.4	Social	1.8
Collaborative	4.4	Entrusting	3.4	Personal	1.4

Cumulative Mean 3.51

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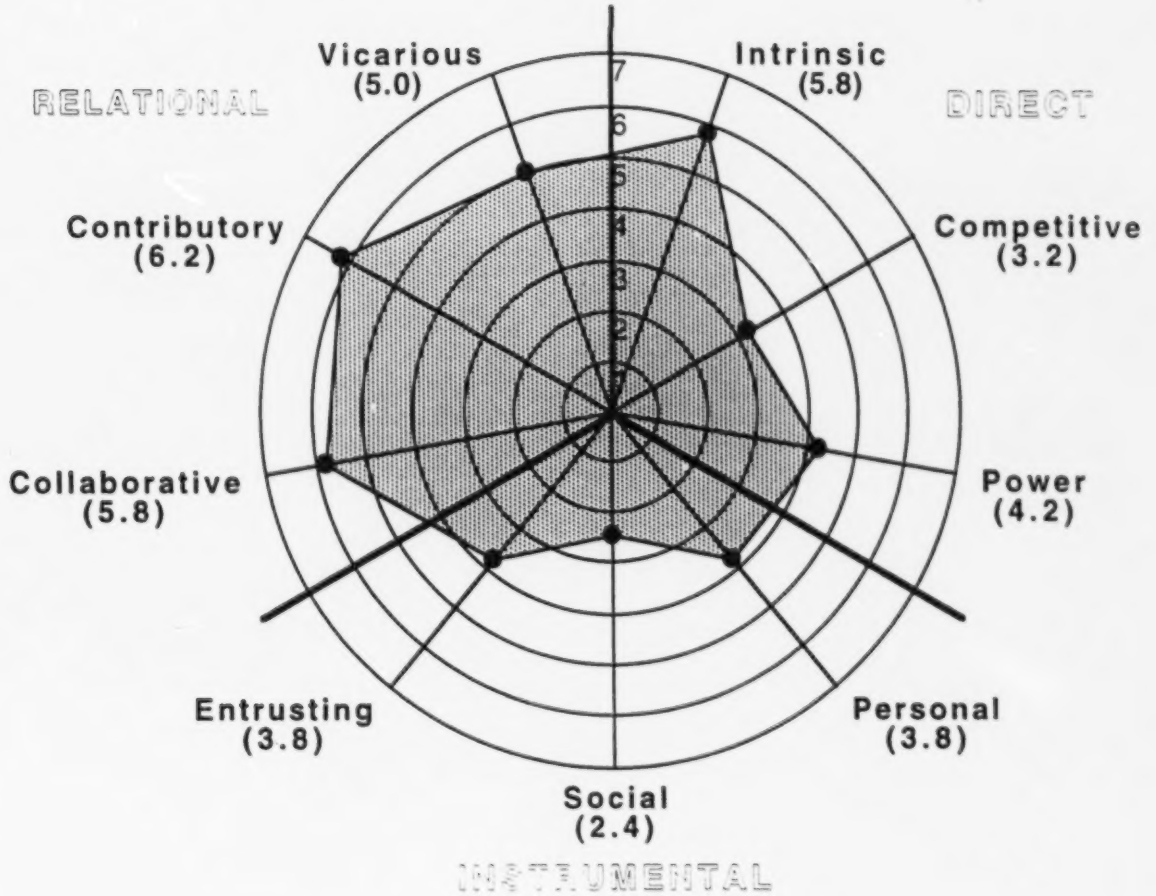
Subject: 285/8

Figure 8



L-BL Achieving Styles Model

Contributory	6.2	Vicarious	5.0	Entrusting	3.8
Intrinsic	5.8	Power	4.2	Competitive	3.2
Collaborative	5.8	Personal	3.8	Social	2.4

Cumulative Mean 4.47

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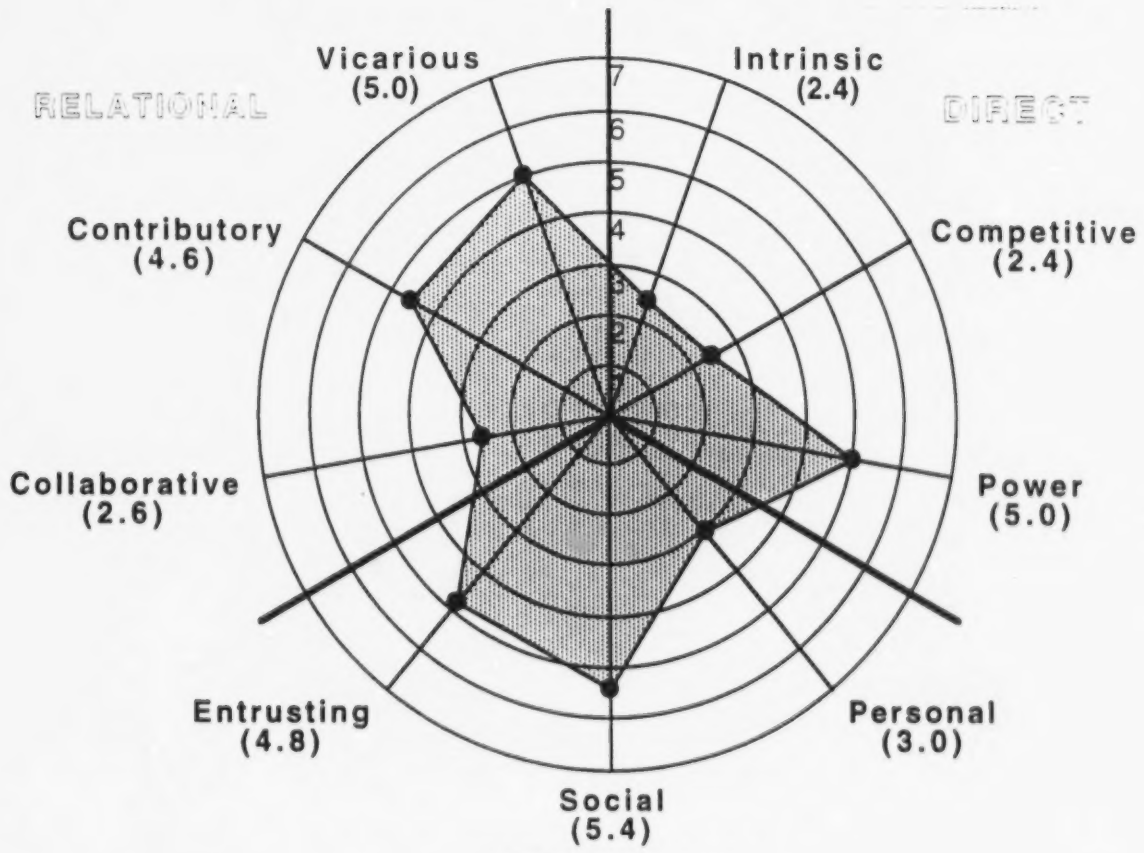
Figure 9



L-BL Achieving Styles Model

Social	5.4	Entrusting	4.8	Collaborative	2.6
Power	5.0	Contributory	4.6	Intrinsic	2.4
Vicarious	5.0	Personal	3.0	Competitive	2.4

Cumulative Mean 3.91

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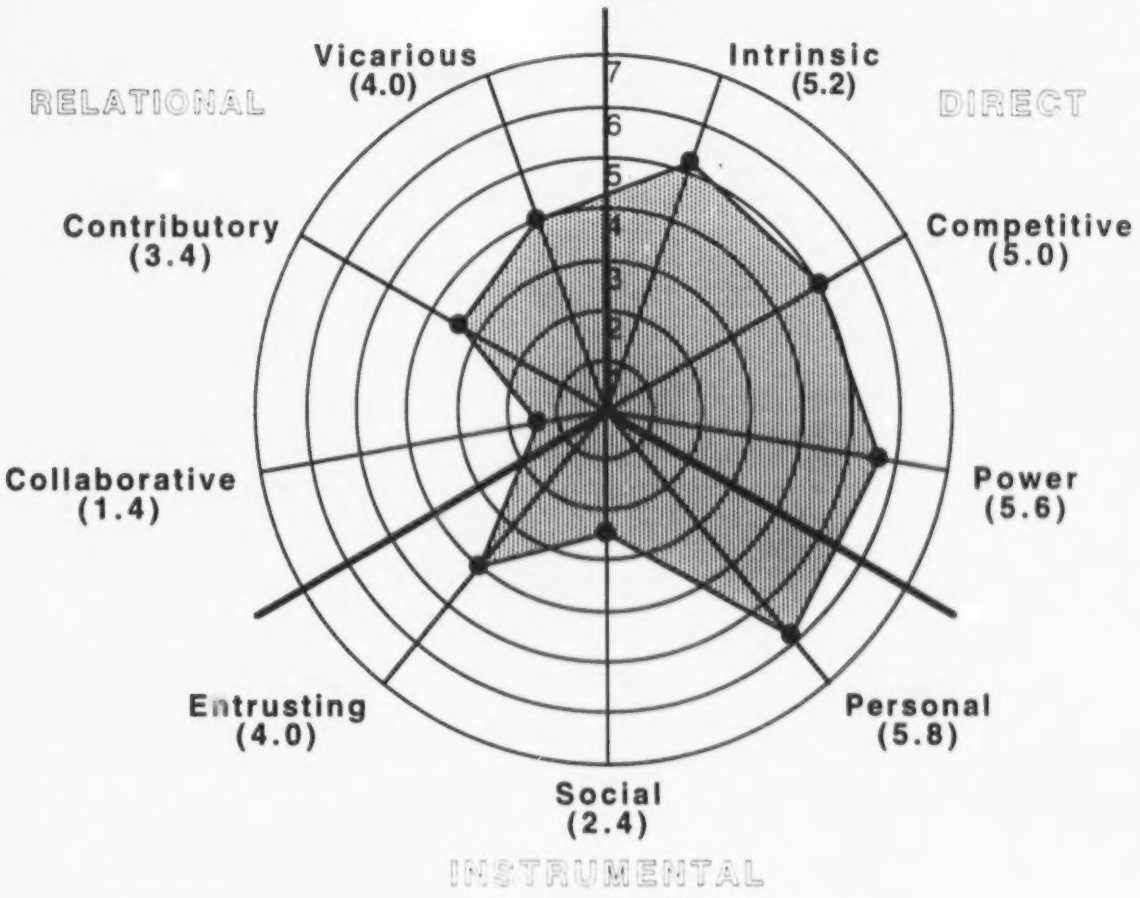
Figure 10



L-BL Achieving Styles Model

Personal	5.8	Competitive	5.0	Contributory	3.4
Power	5.6	Entrusting	4.0	Social	2.4
Intrinsic	5.2	Vicarious	4.0	Collaborative	1.4

Cumulative Mean 4.09

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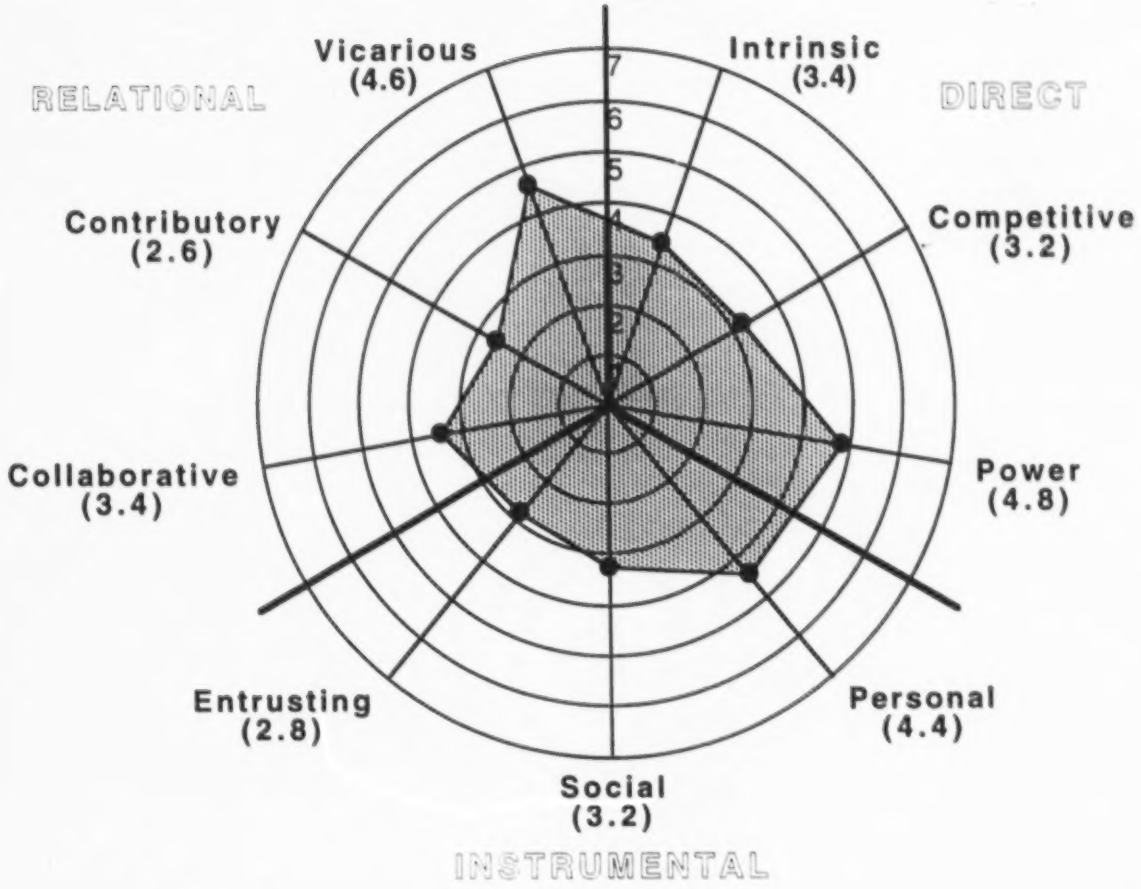
Figure 11



L-BL Achieving Styles Model

Power	4.8	Intrinsic	3.4	Social	3.2
Vicarious	4.6	Collaborative	3.4	Entrusting	2.8
Personal	4.4	Competitive	3.2	Contributory	2.6

Cumulative Mean 3.60

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Table 1

Scores for Group#0285...

Rec#:IN#	Age	Edu	Avg	Int	Com	Pow	Per	Soc	Ent	Col	Con	Vic	Name
0001:0001	F21	07	5.09	4.4	4.2	6.8	5.4	5.8	5.0	5.2	4.2	4.8	
0002:0002	F21	07	4.93	5.4	4.2	6.2	4.8	4.0	3.2	5.4	5.2	6.0	
0003:0003	F24	07	3.73	4.8	4.0	3.4	3.4	3.2	2.6	4.0	4.2	4.0	
0004:0004	F20	07	3.60	3.4	3.2	4.8	4.4	3.2	2.8	3.4	2.6	4.6	
0005:0005	F20	07	5.11	5.4	4.0	6.4	5.2	4.8	5.2	4.4	5.6	5.0	
0006:0006	F21	07	3.87	5.2	4.0	4.6	3.6	2.8	3.4	4.0	4.4	2.8	
0007:0007	F20	15	4.09	5.2	5.0	5.6	5.8	2.4	4.0	1.4	3.4	4.0	
0008:0008	F00	15	3.51	5.8	3.0	3.4	1.4	1.8	3.4	4.4	4.6	3.8	
0009:0009	F21	15	4.20	5.4	4.8	4.0	4.0	3.8	4.8	3.8	3.2	4.0	
0010:0010	F21	15	5.36	5.6	5.0	5.2	6.2	4.4	5.0	5.2	5.8	5.8	
0011:0011	F23	16	4.27	5.8	3.6	5.6	3.4	4.6	2.8	3.2	4.6	4.8	
0012:0012	F21	15	4.67	6.8	5.8	6.0	3.2	4.2	3.6	3.2	3.2	6.0	
0013:0013	F38	16	4.47	5.8	3.2	4.2	3.8	2.4	3.8	5.8	6.2	5.0	
0014:0014	F20	00	3.09	5.6	2.4	1.4	2.4	1.2	3.8	3.2	3.2	4.6	
0015:0015	F20	14	5.62	5.4	5.0	6.0	5.6	6.0	6.0	6.0	5.2	5.4	
0016:0016	F20	14	4.91	5.4	4.0	6.0	5.6	4.0	4.6	5.0	4.6	5.0	
0017:0017	F32	00	5.67	7.0	4.8	6.2	5.8	4.0	4.8	5.0	6.6	6.8	
0018:0018	M21	15	4.22	5.8	5.8	5.8	4.8	3.2	2.6	2.0	3.4	4.6	
0019:0019	F20	15	3.91	2.4	2.4	5.0	3.0	5.4	4.8	2.6	4.6	5.0	

Mean	Age	Edu	Avg	Int	Com	Pow	Per	Soc	Ent	Col	Con	Vic
Group	21.3	10.9	4.44	5.3	4.1	5.1	4.3	3.7	4.0	4.1	4.5	4.8
100% SD	06.8	05.2	0.72	1.0	1.0	1.3	1.3	1.3	1.0	1.2	1.1	0.9
Females	21.3	10.7	4.45	5.3	4.0	5.0	4.3	3.8	4.1	4.2	4.5	4.9
094% SD	07.0	05.3	0.74	1.0	0.9	1.3	1.3	1.3	0.9	1.2	1.1	0.9
Males	21.0	15.0	4.22	5.8	5.8	5.8	4.8	3.2	2.6	2.0	3.4	4.6
005% SD	00.0	00.0	0.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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